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J. JARVES, Editor.

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## OAHU CHARITY SCHOOL.

We have received an interesting report of the present condition of the Oahu Charity School, printed at the Mission Press, Honolulu. All will be gratified to hear of the flourishing condition of this institution, and the amount of good which has already accomplished. Notwithstanding the number of scholars in attendance, there are doubtless many youth yet unprovided for, and it is to be hoped that funds will be so enlarged, as to confer the inestimable blessing of a good education upon all that class of the community for which the school was established. The rapid progress and lady-like deportment of some of the older female scholars attest alike the patient zeal and good system of their teachers, and their own capacities for profiting by instruction. It is by a comparison between the characters of such pupils, and those of their sex and caste who have been deprived of the benefits of a moral and primary education, that we can fully appreciate the full advantage of the institution. Marriages between foreigners and Hawaiians appear late to be rapidly increasing, and it has been the custom of many parents to send their offspring to the United States to receive an education. Let this institution be enlarged, and the necessity of such painful separations will be much diminished. But the Report will best speak for itself, therefore we give it in full, recommending it the consideration of our readers.

THE OAHU CHARITY SCHOOL was established in September, 1832. The number of half caste children increasing rapidly, and the limited means the native language afforded of giving them an useful education, with the natural wish of some of the parents to teach their children the English language, rendered an institution of the kind necessary. Other reasons which actuated the benevolent originators of the plan may be also mentioned, viz. The great numbers of children who were orphans, others whose parents were engaged in a sea-faring life, frequently away on long and protracted voyages, and the remainder whose parents were engaged in various employments which occupied the whole of their time—thus necessarily throwing the great bulk of the children in continual contact with the demoralizing influences of the native population, of the lowest and most vicious classes, from whom they only received information to make them pests, instead of useful members of society; with this feeling a subscription paper was opened for the purpose of building a school house, and paying competent teachers.

The foreigners, residing in Honolulu at that time, needed but to have their attention drawn to so interesting a subject. The subscriptions were liberal from every class, and received great assistance by a handsome donation from the U. S. Frigate Potomac, then on a visit to the Islands; also from the masters and officers of several vessels then in the Port.

The donations were found sufficient to erect a school house, and the provisions of

annual subscriptions from many, as long as they were residents here, were nearly sufficient to defray the salary of the teachers.

Accordingly, on the 3d of September, 1832, the subscribers met, and having appointed a Treasurer and Secretary, with a Committee of five, the whole seven forming a Board of Trustees for the management of their affairs, they proceeded to draw up a constitution for the school, and receive proposals for erecting buildings, &c. &c.

A contract was entered into for a stone building 36 feet by 26, with the necessary accommodations, for the sum of \$1800, which being completed by the end of the year, application was made for the services of Mr. and Mrs. Johnstone, then attached to the Sandwich Island Mission, as teachers. Temporary permission being granted, Mr. and Mrs. Johnstone were engaged with a salary of \$500 per annum.

Thirty five children of both sexes having been admitted, the school was opened on the 10th Jan. 1833. An address was delivered on the occasion by John C. Jones, Esq. United States Consul.—The teachers now entered on their arduous undertaking—the difficulties of which are not generally understood—and must be witnessed to be felt. The children were all beginners, and nearly all entirely ignorant of the language of their teachers. Parental and other influence so deplorably wanting that the attendance of the children was too often dependant on their own wills. An angry word—a hasty expression—or an unpleasant occurrence, would infallibly have driven them from attendance at school. Their studies were, however, conducted with that nice discrimination, so as to engage not only their interest but their affections; to go to school became with them a pleasure, not a task.

The first annual examination took place in Nov. 1833, when the change in the behaviour of the children, and their progress in their studies, was highly gratifying to the patrons of the school, and had a visible effect on the contributions of some who had till now held back. The continued success of the scholars, visible at the next annual examination, in 1834, was equally gratifying.

This promising state of affairs was threatened with a severe blow, in consequence of the American Board of Foreign Missions having decided, that Mr. and Mrs. Johnstone should no longer devote their whole time and services to an institution in which the English language was taught, as being contrary to their standing regulations. To lose the invaluable services of Mr. and Mrs. Johnstone at this period would have been a fatal blow to the Charity, and the state of the treasury would hardly allow the Trustees to advance a larger sum for their provision, in the event of their breaking off their connection with the mission, at a special meeting of the subscribers, however they undertook to do all that was necessary for their comfort in the event of their continuing at the school, and Mr. and Mrs. Johnstone eventually consented to leave the Mission and devote themselves entirely to the school. A house was provided for them accordingly.

As the continued success of the school

became known, children were sent by their parents from the distant Russian settlements in Kamschatka, from California, and several from the neighboring Islands. As it was desirable and absolutely necessary to keep such children under the immediate eye of their preceptors, a larger dwelling house was required; rent being very high, it was proposed to purchase a piece of ground and build a substantial house thereon, large enough to accommodate the teachers and the boarders.

At a special meeting its expediency was resolved upon—but as the funds would not admit of the outlay, several residents who felt interested in the school, and to whom the benefit of gradually establishing a boarding school was obvious, now came forward and offered to advance the money and materials, in the form of a loan; bearing a moderate interest, in security for which the possessions of the Charity were to be considered mortgaged.

These terms having received the assent of the subscribers, a piece of ground was purchased, and the necessary buildings completed at an expense of \$4300. The payment of this sum has since much embarrassed the proceedings of the school, and would probably have caused its closure, but for the unexpected kindness and assistance which has been received from many benevolent friends in England and the United States, to whose well timed assistance the Charity probably owes its present existence.

To conclude this short retrospect it is only necessary to add, that at the last annual examination in 1840, the progress of the children still continued uninterrupted, and the improvement in knowledge, and in behavior, in those few who had enjoyed the privilege of dwelling with their teachers, was sufficient to cause the greatest thankfulness that they had been removed from the pernicious examples of their former associates.

There is a small fund connected with the Charity, called the Orphan Fund, being a legacy from the late Meredith Gairdner, M. D., but which being solely under the control of Dr. Gairdner's Executors is not noticed, being out of the province of the Committee.

The present number of scholars attending the school, of both sexes, is eighty, of different ages, from little more than 4 years old, to fifteen and upwards.

In pursuing their studies no particular system has been adopted. The books used by beginners were formerly the Atlantic, Franklin and Parley Primers, but latterly Worcester's First Book has been the only one used. It is customary next to furnish the girls with Parley's Spelling Book, and the boys with Worcester's Second Book, although some have had Emerson's Progressive Primer given them instead, when in the opinion of their teachers it was more desirable. Webster's Spelling Book, together with Bolle's, most commonly form the next class of reading lessons. In the latter it is but justice to say that several of the scholars appear quite interested. Many of the pieces in Pierpont's Young Reader are also found sufficiently intelligible to such as are thus far advanced. Blake's Juvenile Companion, and Pierpont's Introduction to National Reader, are generally the next set now used. In addition to these, Emerson's Second Class Reader and Second

Book of History nearly complete the series.

In teaching Orthography it was several years ago determined by the Trustees, that Webster should form the standard. Through the kindness of a gentleman now residing in Charlestown, Mass., the school was provided with a copy of Webster's valuable Octavo Dictionary. The more advanced pupils, in filling up their lessons in definition, have been supplied with a small edition as used in primary schools.

The children in general readily acquire with ease to themselves, and their teachers, the art of Chirography—they are exercised of course for some time merely on the slate—several of the girls are attending to a regular course, agreeably to Forster's improved System.

In the science of Arithmetic, Emerson's Second Part, and Daboll's School Master's Assistant have been made use of. With the junior classes the numeral frame, Emerson's First Part, and Fowle's child's Arithmetic, have been employed. This branch of school duty has probably called forth more real mental exertion than any other.

In the study of Geography several of the scholars manifest a greater disposition to apply themselves than formerly. The books used in this department are Parley's Blake's, and Olney's Geographies the latter accompanied with Atlas.

The little advancement which a few have already made in English Grammar, has perhaps been sufficient to establish the feasibility of attending to this highly valuable branch of study. The highly acceptable, and valuable presents of an Orrery, and a pair of 18 inch Globes, received lately for the use of the school, have excited much interest in many of the scholars.

The school room is all in one, therefore the forenoons are devoted to the boys, and the afternoons to the girls, it has been objected that the attendance of each ought to be twice a day, and the school room divided into two; the only answer that can be made to this desirable point, is, that it would entail the expence of additional teachers, as the fatigue of attending, assiduously, to direct the studies of 40 or 50 pupils, over whom he has no further control than their respect for him, for 4 hours daily, is quite as much as can be borne, continually, under the enervating influences of a tropical climate; the effect on the health of the present teacher is even now very evident. The difficulties to be overcome, and the consequent exertions and fatigue of the teacher, is very different from that experienced in countries where the children are under wholesome control, and taught in a language which is constantly used by their parents and associates; but here it must be very discouraging to the teacher, when it is considered that there are at least twenty of the boys, who are not so much as spoken to in English by their parents, and who, unless in the school room, have no encouragement whatever to make use of the little they are acquainted with. Their mothers it is well known are unable to converse with them, except in the native language, and in many instances too little assistance is, it is to be regretted, derived from the father, on whom the duty of domestic instruction so especially devolves.